

## Blending Phonemes (phonemic awareness)

---

### Directions

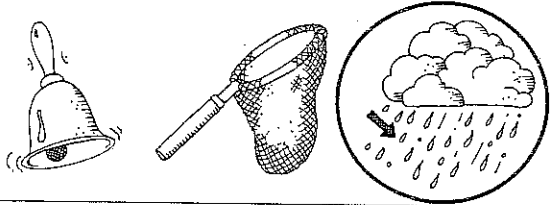
Have children listen as you say some sounds. Then have them repeat the sounds softly to themselves, blending them together to make a word. Tell them to name the pictures in the row, and to circle the one that shows the word they made.

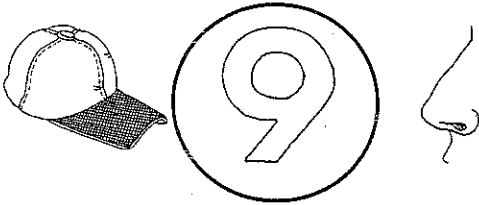
Use the directions above to have children complete items 1–5. Say the sounds for each row and repeat as needed.


1. /r/, /ā/, /n/
2. /n/, /ī/, /n/
3. /t/, /ā/, /l/
4. /k/, /ŭ/, /p/
5. /s/, /ē/, /t/

**A** Name \_\_\_\_\_

**Blending Phonemes**

1. 

2. 

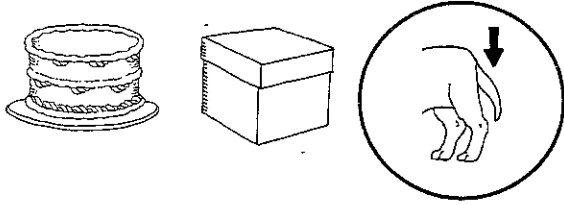
106 Theme Skills Tests, Kindergarten Theme 9: Spring Is Here **Go on** 

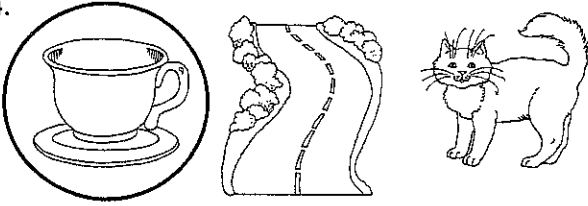
Copyright © Houghton Mifflin Company. All rights reserved.


(bell, net, rain)

(cap, nine, nose)

**Pupil page 106**

3. 

4. 

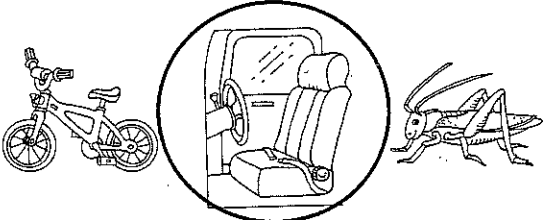
Theme Skills Tests, Kindergarten Theme 9: Spring Is Here 107 **Go on** 


Copyright © Houghton Mifflin Company. All rights reserved.

(cake, box, tail)

(cup, road, cat)

**Pupil page 107**

5. 

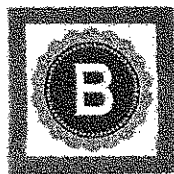
Part A Blending Phonemes 

108 Theme Skills Tests, Kindergarten Theme 9: Spring Is Here

Copyright © Houghton Mifflin Company. All rights reserved.

(bike, seat, bug)

**Pupil page 108**



## **Sequence of Events** (comprehension)

---

### **Directions**

Tell children that you will read them a story. Explain that when the story is over, they will answer questions about it by circling one picture in each row.

**Story:** (adapted from Houghton Mifflin Theme 9 test, part B;  
answer options illustrated by John King)

**"Spring is in the air," said Rose. "This is a fine time to paint my living room." And she got right to work.**

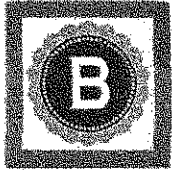
**First, Rose rolled up the rug and put it in another room. Next, she moved all of the furniture into the middle of the room. She covered the furniture and floor with paper so she wouldn't get drips of paint on them. Then, she got her cans of paint, roller, brushes, and ladder, and she started painting.**

**When she was done painting, Rose had to wait for the walls to dry. She made a cup of tea and sat on the porch enjoying the warm spring weather. She watched the neighbor children playing in the yard next door. "Yes," she said to herself. "Spring is in the air."**

### **Story Questions:**

Have children identify what is happening in the three pictures beside numeral 1. Read aloud question 1 below. Tell children to think about what happened in the story and then to circle the picture that best answers the question. Repeat the procedure for questions 2 and 3.

1. Ask: **Which picture shows what Rose did first?**
2. Ask: **Which picture shows what Rose did in the middle of the story?**
3. Ask: **Which picture shows what Rose did at the very end of the story?**



Name \_\_\_\_\_

## Drawing Conclusions

1.

(Rose rolling  
up the rug)

(Rose painting  
the room)

(Rose sitting on  
her porch drinking tea)

---

2.

(Rose sitting on her  
porch drinking tea)

(Rose painting  
the room)

(Rose rolling  
up the rug)

---

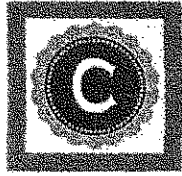
3.

(Rose sitting on her  
porch drinking tea)

(Rose rolling up  
the rug)

(Rose painting  
the room)





# Story Structure: Characters/Setting

(comprehension)

---

## Directions

Tell children that you will re-read the same story as in part B. Explain that this time they should listen for the characters and setting. When the story is over, they will answer questions about it by circling one picture in each row as they did on the page before this.

**Story:** (adapted from Houghton Mifflin Theme 9 test, part B;  
answer options illustrated by John King)

“Spring is in the air,” said Rose. “This is a fine time to paint my living room.” And she got right to work.

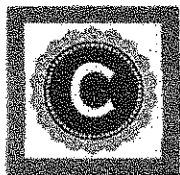
First, Rose rolled up the rug and put it in another room. Next, she moved all of the furniture into the middle of the room. She covered the furniture and floor with paper so she wouldn't get drips of paint on them. Then, she got her cans of paint, roller, brushes, and ladder, and she started painting.

When she was done painting, Rose had to wait for the walls to dry. She made a cup of tea and sat on the porch enjoying the warm spring weather. She watched the neighbor children playing in the yard next door. “Yes,” she said to herself. “Spring is in the air.”

## Story Questions:

Have children identify what is happening in the three pictures beside numeral 1. Read aloud question 1 below. Tell children to think about what happened in the story and then to circle the picture that best answers the question. Repeat the procedure for questions 2 and 3.

1. Ask: Which picture shows who the story is mostly about?
2. Ask: Which picture shows another character in the story?
3. Ask: Which picture shows where the story takes place?



Name \_\_\_\_\_

## Story Structure: Character/Setting

1.

(a man in a  
painter's cap)

(Rose painting  
the room)

(children playing  
in their backyard)

---

2.

(children playing  
in their backyard)

(a man in a  
painter's cap)

(children on a bus)

---

3.

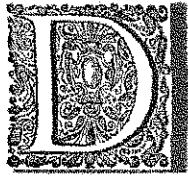
(at a swimming pool)

(at school)

(Rose's house)

---





## Categorize and Classify (comprehension)

---

### Directions

Tell children that you will read the story from parts B and C one last time. Explain that this time they should listen for the parts of the story that go together. When the story is over, they will answer questions about it by circling one picture in each row as they did on the page before this.

**Story:** (adapted from Houghton Mifflin Theme 9 test, part B;  
answer options illustrated by John King)

"Spring is in the air," said Rose. "This is a fine time to paint my living room." And she got right to work.

First, Rose rolled up the rug and put it in another room. Next, she moved all of the furniture into the middle of the room. She covered the furniture and floor with paper so she wouldn't get drips of paint on them. Then, she got her cans of paint, roller, brushes, and ladder, and she started painting.

When she was done painting, Rose had to wait for the walls to dry. She made a cup of tea and sat on the porch enjoying the warm spring weather. She watched the neighbor children playing in the yard next door. "Yes," she said to herself. "Spring is in the air."

### Story Questions:

Have children identify what is happening in the three pictures beside numeral 1. Read aloud question 1 below. Tell children to think about what happened in the story and then to circle the picture that best answers the question. Repeat the procedure for questions 2 and 3.

1. Ask: Which picture shows items that go together?
  2. Ask: Which group of things has an item that doesn't belong?
  3. Ask: Which picture shows where Rose will probably put her painting supplies away?
-



Name \_\_\_\_\_

## Categorize and Classify

1.

(car, ball cap, tire)

(paint brush, paint  
can, paint roller)

(carrot, mug,  
cowboy hat)

---

2.

(jump rope, ball,  
hopscotch)

(chair, lamp, rug)

(paint can, paint  
brush, carrot)

---

3.

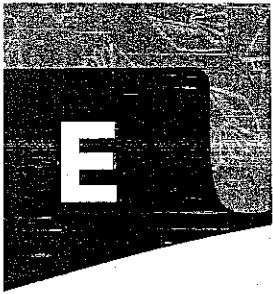
(On a garage shelf with  
other cans and brushes)

(In the refrigerator,  
show food on shelves)

(In the car trunk, also  
show tire, fold up chair)







## Initial Consonants: *w, y*; Blending *-et* and *-en* Words (phonics)

---

### Directions

#### Items 1–3 (pupil pages 115–116):

Tell children to put their finger under the letter at the beginning of the row and to think about the sound that it stands for. Then have them name each picture in the row and circle the one whose name begins with the sound for the letter at the beginning of the row.


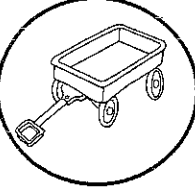
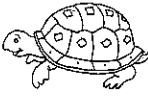
**Note:** The stop sign at the end of pupil page 116 indicates that you will give new directions before children go on to complete items 4–5 in test E.

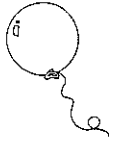

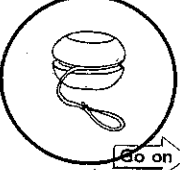
#### Items 4–5 (pupil page 117):

Point out the underlined word and tell children that this is a word they have learned to read in this theme. Have children read each sentence independently. Then have them circle the picture in the row that best shows what the words say.

**E** Name \_\_\_\_\_

**Initial Consonants: w, y;**  
**Blending -et and -en Words**

1. **w**   




2. **y**   

Theme Skills Tests, Kindergarten Theme 9: Spring Is Here 115

(umbrella, wagon, turtle)

(balloon, carrot, yo-yo)

Pupil page 115



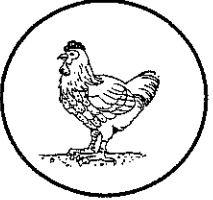
3. **w**   




Part E Initial Consonants: w, y

116 Theme Skills Tests, Kindergarten Theme 9: Spring Is Here

(watch, pencil, dog)

Pupil page 116

4. I have a pet hen.   

5. Ben and I get wet.   

Part E Blending -et and -en Words

Theme Skills Tests, Kindergarten Theme 9: Spring Is Here 117

(goat, horse, hen)

(hot, wet, cold)

Pupil page 117



## High-Frequency Words: *play, she*

---

### Directions

#### Identification of sight words

Say: **Touch the number one.**

**Point to each word and say it to yourself.** (Teacher points to each word/picture and models touching and saying each word/picture to him/herself).

**Now, in row 1, circle the word “play.”**

**Cross out the word “she.”**

Continue the same directions for row 2 and row 3.

#### Dictation of sight words

Say: **I am going to say a sentence for you to write. Listen carefully as I say each word.**

**Touch the number four.**

**Write the following sentence. “She can play ten sets.”**

PART	SCORE	LEVEL OF RESPONSE	RESULT S, D, E, or NE	COMMENTS
F High-Frequency Words: <i>play, she</i> (Maximum Score = 5)		4-5 = Strong 2-3 = Developing 1 = Emerging 0 = Not Evident		

If student circled all "play" correctly = 1 point

If student did not circle all "play" correctly = 0 points

If student crossed out all "she" correctly = 1 point

If student did not cross out all "she" correctly = 0 points

4 or 5 words in the sentence written correctly = 3 points

3 or 4 words in the sentence written correctly = 2 points

1 or 2 word in the sentence written correctly = 1 point

0 words in the sentence written correctly = 0 points